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ABSTRACT

In January, 1991, the Higher Education Coordinating Board established a Policy on Minority Participation and Diversity for the public postsecondary education system in the State of Washington. Included in this policy were short- and long-term goals for increasing participation and success by people of color and cultural diversity. Five areas are covered: student enrollment; student retention; degree completion; faculty and staff employment; and institutional climate. This paper serves as a resource for institutional planning and action. It provides operational definitions of terms and measures used to define the statewide goals. It also contains baseline data and information for the four-year and community/technical college systems that are crucial to understanding the commitment and effort necessary to achieve progress and meet or exceed the Board's statewide goals. An appendix includes an outline of the specific statewide goals in each of the five areas of concentration. (GLR)

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ED 365 221

OPERATIONAL DEFINITIONS AND BASELINE DATA FOR THE HIGHER EDUCATION COORDINATING BOARD POLICY ON MINORITY PARTICIPATION AND DIVERSITY

DECEMBER 1992

The Higher Education Coordinating Board

917 Lakeridge Way

P.O. Box 43430

Olympia, Washington 98504

HE 027 013

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Policy on Minority Participation and Diversity

OPERATIONAL DEFINITIONS AND BASELINE DATA

INTRODUCTION

In January 1991 the Higher Education Coordinating Board established a Policy on Minority Participation and Diversity for the public postsecondary education system in Washington. Included in this policy were short- and long-term goals for increasing participation and success by people of color and diversity. The areas covered by these five goals-- student enrollment, student retention, degree completion, faculty and staff employment, and institutional climate -- define the multidimensional nature of the challenge to encourage, recruit, and retain increasing numbers and increasing proportions of people of color. As the public postsecondary education system achieves measurable and consistent progress toward these goals, the enhancement of all students' postsecondary education experiences, and excellence in teaching, research and public service will be realized as well.

This paper serves as a resource for institutional planning and action. It provides operational definitions of terms and measures used to define the statewide goals. It also contains baseline data and information for the four-year and community/technical college systems that are crucial to understanding the commitment and effort necessary to achieve progress and meet or exceed the Board's statewide goals.

OPERATIONAL DEFINITIONS

Clear definitions of the terms and concepts and quantitative measures underlying the Board's statewide goals are essential for monitoring progress. The terms, concepts and measures presented in this paper have been defined in consultation with institutional representatives and others to clarify what the HECB will monitor and evaluate regarding overall progress and goal attainment. Some of the statewide goals are qualitative in nature and do not lend themselves to quantitative measurement. Wherever this is the case, a qualitative or narrative evaluation is used.

The primary source of each definition is identified in parentheses after the definition: **HECB**-Higher Education Coordinating Board, **IPEDS**-Integrated Postsecondary Education Data System, **HEPB**-Higher Education Personnel Board, **SBCTC**-State Board for Community and Technical Colleges, and **OFM**-Office of Financial Management.

ENROLLMENT

Enrollment: Headcount enrollment for the fall term of an academic year. (HECB)

Ethnic and Racial Categories:

For monitoring and reporting progress in enrollment, retention and degree completion, these categories are defined below: (IPEDS)

Non-Resident Alien: A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely. (NOTE: Non-resident alien students, regardless of their ethnic or racial identity, are not included in the HECB statewide goals.)

Black, Non-Hispanic; African American: A person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

American Indian or Alaskan Native; Native American: A person having origins in any of the original peoples of North America or who maintains cultural identification through tribal affiliation or community recognition.

Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or Pacific Islands. This includes people from China, Japan, Korea, The Philippine Islands, Samoa, India, and Vietnam.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

White, Non Hispanic: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).

Race/Ethnicity UnKnown: A student who did not select a designation and the institution finds it impossible to place the student in one of the aforementioned categories.

For employment data, the Office of Federal Contract Compliance Programs (OFCCP) and the Equal Employment Opportunity Commission definitions for the five race/ethnic categories will be utilized: American Indian or Alaskan Native; Asian or Pacific Islander; Black (Not of Hispanic Origin); Hispanic; and White (Not of Hispanic Origin). (HEPB)

First-Time Freshman:

An entering student who has never attended any college. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. (IPEDS) NOTE: Running Start students may be included if they have just graduated from high school and have 90 or fewer college credits. (HECB)

Full Time Student: Undergraduate- A student enrolled for 12 or more semester credits, or 10 or more quarter credits, or 24 contact hours a week each term. Graduate- A student enrolled for 10 or more semester credits, or 9 or more quarter credits or involved in thesis or dissertation preparation who are considered full time by the institution. (IPEDS)

Native Student: A student who enrolled as a first-time freshman and remains enrolled at the institution of initial enrollment.

Participation rate: This rate compares four-year undergraduate enrollment to population for a given age group. Rates by ethnic/racial category for the four-year institutions will be calculated by: (1) dividing the fall enrollment of students 17-22 years old by the state's 17-22 year old population, (2) dividing the fall enrollment of students 23-29 years old by the state's 23-29 year old population, and (3) dividing the fall enrollment of students 30 years old and older by the state's 30 year old and older population. Similar rates will be computed for community college system participation. *Until age-specific enrollment data are available, rates are calculated by dividing the percent fall enrollment for each ethnic/racial group by the percent of that group's 18 and older population in the state population.* (HECB)

People of Color: This contemporary term refers to individuals who self identify as being of Black (African American) descent, American Indian or Alaskan Native (Native American) descent, Asian descent or Pacific Islander descent, or Hispanic descent. This is preferred over the term "minority". (HECB)

Statewide Average:
Participation rate: computed from IPEDS reports from all public four-year institutions. Transfer, retention and completion rates: computed from data submitted to HECB by each public four-year institution and the community and technical college system. (HECB)

Washington Community College Transfer Student:
An undergraduate enrolled for the fall term in a four-year public institution who last attended a Washington community college and has not received a baccalaureate degree. (SBCTC)

Transfer Rate: Community College: This rate is calculated by dividing the number of Washington community college transfer students for a given year by the number of students who left the community college system in a

prior year and who had indicated the intention to transfer (See Appendix B). (SBCTC)

Public four-year: This rate is calculated by dividing the number of Washington community college transfer students entering a given fall quarter as new degree seeking students by the total number of Washington community college students enrolled in a transfer program the previous spring less the number of community college students enrolled in a transfer program the previous spring who remain enrolled at a community college for the given fall quarter. (HECB)

RETENTION

Retention Rate: This measure (fall-to-fall) is calculated by dividing the number of undergraduates enrolled in the current fall term who enrolled as new students the previous fall by the total number of new undergraduates enrolled in the previous fall term. A spring to fall rate may be calculated for comparison. Rates may be computed by undergraduate class standing when data become available. (HECB)

COMPLETION

Completion Rates: Community & Technical College System: The proportion of students, by ethnicity/race, exiting at various levels of achievement:
(1) **Program Completer-** a student who received a vocational degree or certificate; (2) **Course Completer-** a student who left the system with at least 10 credits but with no degree; and (3) **Program Leaver-** a student who left the system with less than 10 credits in the program. (SBCTC)

First-time Freshmen Baccalaureate: Number of students who entered as new degree-seeking students with no postsecondary transfer credit in a given fall quarter six years prior to the fall in which the measure is computed who have received a baccalaureate degree as of the fall quarter in which the measure is computed divided by the total number of students who entered as new degree-seeking students with no postsecondary transfer credit in a given fall quarter six years prior to the fall quarter in which the measure is computed (See Appendix B). (HECB)

Washington Community College Transfer Baccalaureate: Number of Washington community college students entering as new degree seeking students in a given fall quarter three years prior to the fall

quarter in which the measure is computed who have received a baccalaureate degree as of the fall quarter in which the measure is computed divided by the total number of Washington Community College students who entered as new degree-seeking students in a given fall quarter three years prior to the fall quarter in which the measure is computed (See Appendix B). (HECB)

Master's Degree (Comprehensive): Number of master's degrees awarded in a given academic year divided by graduate enrollment in the year three years prior. (HECB)

Master's and Doctoral Degree (Research): Number of master's and doctoral degrees awarded in a given academic year divided by graduate enrollment in the year eight years prior. (HECB)

Professional Degree (Research): Number of professional degrees awarded in a given academic year divided by professional enrollment in the year three years prior. (HECB)

EMPLOYMENT

Availability: The 1978 OFCCP Compliance Manual defined this as "the percentage of minorities or women who have the skills required for entry into a specific (job) group, or who are capable of acquiring them." (1978 OFCCP Sec.1-60.15.) More specifically, this includes persons available who are interested and qualified to perform the work at hand. An availability analysis estimates the percentages of people of color available for employment in a specified job group. (HEPB)

Employment Rate: The proportion of an ethnic/racial group who are employed in a given job classification. (HEPB)

Executive, Administrative, Managerial: All persons whose assignments require primary responsibility for management of the institution, or a customarily recognized department or subdivision. Assignments require the performance of work directly related to management policies or general business operations of the institution, department or subdivision. (HEPB)

Faculty: Persons whose specific assignments are usually made to conduct instruction, research or public service as a principal activity, and who hold academic titles of professor, associate professor, assistant professor, instructor, lecturer or the equivalent of any of these ranks. (HEPB)

INSTITUTIONAL CLIMATE

Climate: "Climate embraces the culture, habits, decisions, practices and policies that make up campus life. It is... central to the 'comfort factor' that [minority] students, faculty, staff and administrators experience on campus. It is shaped by tradition, values, and attitudes, many of which are unexpressed." (Minorities on Campus: A Handbook for Enhancing Diversity, Madeleine F. Green, ed., American Council on Education.

Array of Courses: Courses in the natural and physical sciences, the humanities, the social sciences, and pre-professional disciplines that satisfy the general undergraduate requirements. (HECB)

Diversity: This is the desired outcome of all institutional policies, actions, and attitudes promoting appreciation and respect for differences that are a consequence of race, culture, ethnicity, age, gender, and/or disability. For the statewide goals, diversity includes the range of cultural differences that are a consequence and expression of racial and/or ethnic identity. Students, staff, faculty, administrators, state level policymakers, trustees and regents are assigned responsibility to acknowledge, understand, and foster diversity. (HECB)

Ethnic and racial harassment: This harassment is a form of discrimination based on a person's race, ethnicity, national origin, color or ancestry. It adversely impacts students, staff and faculty by creating a climate hostile to teaching and learning. In Title 9A.46 RCW, harassment is defined as knowingly threatening another person to cause bodily injury in the future, to cause physical damage to property, to subject another person to physical confinement or restraint, or to maliciously do any act which is intended to substantially harm a person with respect to his or her physical or mental health or safety.

The public four-year institutions and the community and technical college system are developing campus-specific definitions, policies and strategies for addressing ethnic/racial harassment consistent with existing campus, local, state, and federal anti-harassment or non-discrimination policies, regulations, and laws. Policies may include punishable conduct, administrative and faculty condemnation of disruptive behavior, and educational programs on the value of diversity. Typically, a policy may include a statement of purpose, definitions, jurisdiction, complaint procedures and remedies.

PROGRESS AND BASELINE DATA AND INFORMATION

The data and information elements, below, are essential for system-wide reporting of progress toward the statewide goals. These data and information will be provided for the major ethnic/racial groups and specific populations within a group when that data becomes available.

The data and information indicated by an asterisk (*) are not yet available. As these data become available, they will be submitted as part of institutional/SBCTC progress reports. The data and information indicated by a pound-sign (#) will be the responsibility of each institution and the SBCTC, and will be included in the annual institutional and SBCTC progress reports to the HECB. The data and information without any notation will be provided by the HECB.

The baseline data and information present a 'snapshot' of the public higher education system and offer a starting point for evaluating progress toward the HECB statewide goals. The 1990-91 academic year is the baseline year from which progress toward the Board's goals will be assessed. The quantitative measures for evaluating progress will be calculated with enrollment, transfer, retention, completion, and employment data, and from information in institutional progress reports. Statewide rates will be calculated separately for African American, Native American, Asian/Pacific Islander, Hispanic and all students.

DATA AND INFORMATION FOR SYSTEM-WIDE PROGRESS REPORTING

Enrollment

1. Public Community Colleges
2. Public Four-Year, Undergraduate
3. Public Four-Year Graduate & Professional
4. Undergraduate Participation Rates
   a. Community Colleges
   b. Four-Year Institutions

Transfer Data

1. Community College to All Public Four-Year Institutions
   a. AA Degree Transfers*#
   b. Non AA Degree Transfers*#

Retention Data

1. Continuing students*
2. Transfer students*

Completion Data

1. Public Four-Year
   a. Bachelor's Degrees
   b. First-Time Freshmen Students*#
   c. Transfer Students*#

2. Community/Technical College System Exit Rates
   a. Associate Degrees
   b. Academic Transfer Degrees*#
   c. Vocational Degrees#
      1. Program Completers
      2. Course Completers
      3. Leavers

3. Public Four-Year
   a. Master's Degrees
   b. Doctoral Degrees
   c. Professional Degrees

Employment

1. Faculty - Full-time
   a. Public Four-year
   b. Community College System

2. Executive, Administrative, Managerial - Full-time
   a. Public Four-year
   b. Community College System

3. Status of Efforts for Evaluating Promotion/Tenure Decisions*#

Institutional Climate - Public-Four Year Institutions and Community College System

1. Statement Valuing Diversity*#

2. Ethnic/Racial Harassment Policy or Strategies*#

3. Status of Curricular Enhancement*#

4. Status of Policy Level Seminar Development and Implementation*#

5. Status of Workshop/Seminar Development and Implementation*#

Additional Information-

1. Resources to increase participation by people of color and diversity
   a. Prior Biennium Actual Expenditures*#
   b. Current Biennium Actual Expenditures*#
   c. Next Biennium Budgeted Expenditures*#

2. Next Biennium Proposed Expenditures to achieve goals of enrollment, retention, completion, employment and climate enhancement#

SELECTED 1990-91 BASELINE DATA

ENROLLMENT - FALL HEADCOUNT - 1990

	Non Resident		African American		American Indian		Asian/Pacific Islander		Hispanic		Total - People of Color		Total Enrollment
	#	%	#	%	#	%	#	%	#	%	#	%	
1.	433	0.3	3,323	2.5	2,112	1.6	8,766	6.5	4,730	3.5	18,931	14.1	134,779
2.	1,624	2.4	1,612	2.4	830	1.2	5,773	8.6	1,469	2.2	9,684	14.4	67,520
3.	1,778	12.8	163	1.2	126	.9	525	3.8	198	1.4	1,012	7.3	13,881

1. Public Community Colleges - State Supported Headcount Enrollments
2. Public Four-Year Undergraduate
3. Public Four-Year Graduate & Professional

Sources: IPEDS report prepared by Higher Education Coordinating Board; SBCTC MIS reports.

UNDERGRADUATE PARTICIPATION RATES* - 1990

		African American	American Indian	Asian/Pacific Islander	Hispanic	Total - People of Color	Statewide Average
4a	Comm.Coll.	3.41%	4.26%	6.16%	3.68%	4.54%	3.74%
4b	4-Year Public	1.65%	1.68%	4.07%	1.14%	2.32%	1.87%

*** Participation rates are computed by dividing the proportion of an ethnic/racial group enrolled by the proportion of that group 18 years of age and older. The 18 and older population is used in these calculations until age-specific enrollment data by ethnicity/race are available. The community college rates are an approximation for the 17+ participation rate.**

Sources: 1990, U.S. Census of Population for Washington State By Hispanic Origin and Race, OFM Forecasting Division; SBCTC, MIS Report; IPEDS, HECB.

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TRANSFER

Data by ethnicity/race of transfers are not available at this time. The data below are illustrative only and show the number and percent of all undergraduates who transferred from all public two-year colleges to all public four-year institutions in Fall 1990.

	Number	Percent
Freshmen	856	14.7
Sophomores	1,460	25.1
Juniors	3,266	56.1
Seniors	160	2.7
Unclassified 5	82	1.4
TOTAL	5,824	100.0%

Source: Higher Education Enrollment Report (Table 10), OFM, Fall 1990.

RETENTION

Percent Four-year Undergraduates: Fall 1988 to Fall 1989

African American	71%
Native American	70%
Asian/Pacific Islander	87%
Hispanic	75%
White	80%

Source: Assessment of Public Higher Education. Preliminary Baseline Report, Higher Education Coordinating Board, March 1991.

COMPLETION - NUMBER & PERCENT OF DEGREES AWARDED - 1990-91

Degree	Non Resident		African American		American Indian		Asian/Pacific Islander		Hispanic		White/Unknown		Total Enrollment
	#	%	#	%	#	%	#	%	#	%	#	%	#
Associate	416	3.2	414	2.4	142	1.1	574	4.4	247	1.9	11,290	87.0	12,983
Bachelor's	352	2.5	253	1.8	143	1.0	1,016	7.1	267	1.9	12,237	85.8	14,268
Master's	360	11.1	37	1.1	22	0.7	107	3.3	48	1.5	2,682	82.4	3,256
Doctoral	162	25.6	3	0.5	0	0.0	27	4.3	4	0.6	436	69.0	632
Professional	4	0.9	9	2.1	4	0.9	21	4.8	11	2.5	388	88.3	437

Sources: Higher Education Statistics: State of Washington, Higher Education Coordinating Board February, 1991. State Board for Community and Technical Colleges, Memorandum 91-10-53.

COMMUNITY COLLEGE VOCATIONAL PROGRAM COMPLETION - 1989-90					
	African American	American Indian	Asian/Pacific Islander	Hispanic	White
Program Completers	21%	24%	33%	26%	30%
Course Completers	40%	45%	37%	40%	35%
Program Leavers	39%	31%	30%	34%	36%
ALL EXITING STUDENTS	100%	100	100%	100%	101%*

*Rounding
Source: State Board for Community and Technical Colleges, Memorandum 91-14-130

INSTITUTIONAL EMPLOYMENT, 1990-91											
	Black American		American Indian		Asian/Pacific Islander		Hispanic		Total-People of Color		TOTAL
	Number	%	Number	%	Number	%	Number	%	Number	%	
Faculty, 4-year	74	1.4	33	0.6	259	6.2	78	1.5	444	9.7	5,344
Faculty, CC	58	2.3	31	1.2	83	3.1	50	1.9	222	8.5	2,607
Exec-Admin-Mgr, 4-year	34	2.9	11	1.0	33	2.8	23	2.0	101	8.7	1,158
Exec-Admin-Mgr, CC	54	6.4	16	1.9	36	4.2	23	2.7	129	15.2	849
Faculty Availability-MA	N/A	6.2	N/A	0.4	N/A	2.3	N/A	2.5	N/A	11.4	
Faculty Availability-Ph.D.	N/A	4.0	N/A	0.5	N/A	4.1	N/A	2.1	N/A	10.7	

Sources: 1991 EEO-6 Report - Higher Education Institutions and Related Boards, 1992, HEPB; Faculty Workforce Availabilities, National Degree Data, Through 1989, University of Washington, Equal Employment Office, 1990.

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INSTITUTIONAL ACTION PLAN

The Higher Education Coordinating Board makes no assumption that each institution will develop the same ten-year plan or pursue the same goals in contributing to overall progress toward the statewide goals. The Board does expect each institution and the community/technical college system to establish achievable goals and objectives in a manner that is comparable to and consistent with the statewide goals and timelines. These goals and plans should be clearly articulated. The Board also expects that these action plans will identify the necessary resources to achieve meaningful and consistent progress toward institutional, system and statewide goals. Additionally, the Board encourages the continuation of programs and activities that have demonstrated their effectiveness in achieving quality, equity and diversity.

The HECB staff will evaluate and report statewide progress and goal attainment using the methods and measures defined above. Each institution and the community and technical college system may adopt, whenever necessary, quantitative or qualitative goals and indicators of progress as part of the action plan.

The outline, below, is a suggested format for submitting institutional goals and action plans to the HECB. The format was developed in consultation with the Interinstitutional Committee of Academic Officers' Diversity Advisory Committee. It defines but does not limit the number of plan elements that an institution may include in its action plan. The goals and plan should be approved by the chief academic officer of the institution or of the community and technical college system.

I. Statement of Vision and Commitment

II. For each of the five major statewide goal areas:

   A. Define the institutional goals and timelines

   B. Identify by name and title, the individual(s) responsible for goal attainment

   C. Identify the goal attainment indicators or measure(s) to be used in evaluating progress toward each goal

III. Resources and Funding

   A. Identify the resources and funding (budgeted and proposed) necessary to achieve your institutional goals. These resources and funding may be presented for each goal or collectively for all institutional goals.

It is anticipated that the goals and plans of the four-year institutions and the community and technical college system will be submitted to the HECB by <u>December 31, 1992.</u>

APPENDIX A

Statewide Goals

The HEC Board established the following statewide goals for minority participation and achievement, and diversity in the public higher education system.

Enrollment

- Achieve, by the year 1995, an undergraduate participation rate in higher education for all ethnic/racial minority groups that equals or exceeds the average statewide participation rate for the 17 to 22 year old population from 1990 to 1995.

- Achieve, by the year 2000, a transfer rate for all ethnic/racial minority groups that equals or exceeds the average statewide transfer rate from 1995 to 2000.

- Achieve, by the year 2005, a graduate and professional enrollment rate for all ethnic/racial minority groups that equals or exceeds the average statewide graduate and professional enrollment rate from 1995 to 2005.

Retention

- Achieve, by the year 1995, a retention rate for all ethnic/racial minority continuing and transfer students that equals or exceeds the statewide retention rate for all continuing and transfer students for 1995.

Completion

- Achieve a completion rate for all ethnic/racial minority groups that equals or exceeds the statewide completion rate, as follows: by 2000 for baccalaureate degrees; by 2005 for master's degrees; and by 2010 for doctoral and professional degrees.

Employment

- Achieve, by the year 2010, employment rates for all ethnic/racial minority groups in faculty and executive, administrative, and managerial positions that equal or exceed their availability and reflect their proportional representation in the population.

- Develop, by 1992, procedures for evaluating promotion and tenure decisions to ensure that they address the underrepresentation of ethnic/racial minority groups.

Institutional Climate

- Develop a statement on valuing ethnic/racial diversity by 1991 and implement a campus policy on ethnic/racial harassment at each institution by January 1, 1992, or sooner if legally possible.

- Incorporate, by the year 1993, significant material on cultural pluralism, ethnic diversity, and race and racism in American society across a broad array of undergraduate courses.

- Demonstrate continued participation by presidents, trustees, regents, executive staff, and faculty leaders in policy seminars on combatting racism, valuing cultural pluralism, and managing diversity through 1995.

- Develop and begin offering workshops or seminars to staff, faculty, and student leaders on combatting racism, valuing cultural pluralism, and fostering diversity by 1992.

These goals serve as a guide for future HEC Board policies and initiatives and for individual institutional plans of action. They also provide a way to measure progress which will be assessed by the HEC Board each year. The progress of each ethnic/racial group (and specific ethnic populations within a group when data are available) will be monitored and reported beginning in 1992.

APPENDIX B

SELECTED RATE COMPUTATIONS

TRANSFER RATE - Public Four-year

$$\frac{\text{WA CC Students Entering as New Degree-seeking Students in Fall 1991}}{\text{All WA CC in Transfer Program Spring 1991 - All WA CC in Transfer Program Spring 1991 who are enrolled in a WA CC Fall 1991}}$$

COMPLETION RATE: First-time Freshmen Baccalaureate

$$\frac{\text{As of Fall 1991, the number of first-time freshmen in Fall 1985 who have received a baccalaureate degree}}{\text{Total number of first-time freshmen who enrolled in Fall 1985}}$$

COMPLETION RATE: CC Transfer Baccalaureate

$$\frac{\text{As of Fall 1991, the number of students who entered as WA CC transfers in Fall 1988 who have received a baccalaureate degree}}{\text{Total number of WA CC transfers who enrolled in Fall 1988}}$$